



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3535 S. Basha Rd., Chandler, AZ 85248

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Bernadine Lester
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 1050
Web Address : bashaelem@chandler.k12.az.us
Phone Number : (480) 883-4400
Fax Number : (480) 883-4420
E-mail : lesterb@chandler.k12.az.us

Mission

We strive for a partnership with parents and community. Basha Elem.is dedicated to providing students with the knowledge, skills and attitudes to be lifelong learners and responsible citizens. We participate in meaningful school experiences and create a positive school environment. We also have a school wide Bully Prevention Program.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Basha students taking the TerraNova test will score at or above district and state scores.
- ü Basha students, in grades 3 and 5, will score at or above the district/state scores on the 2004-05 State AIMS Test in reading and Language.
- ü All grades taking the AIMS will score at or above the state and district level.
- ü Basha students in grades 3 and 5, taking the AIMS test, will score at or above the district and state in mathematics.

Enrollment

October 1, 2003 School Year Student Enrollment : 999
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 27

Instructional Programs

- ü K-2 Consultative Gifted Program
- ü Standards Based Program
- ü On-site Special Education
- ü Grades 3-6 Self-contained Gifted Program
- ü Integrated Curriculum/Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

We provide parents with continuous information, open communication, and opportunities to learn about our school/programs. We also provide a safe, secure working environment for students/staff. Students are held to high academic standards based on state and district standards/requirements as well as meeting the requirements of the federal "No child Left Behind" law. We have an open door adm. policy. Parents are welcome to volunteer at school.

Parents

Parents are responsible for sending their children to school, on time, and ready to learn. They are expected to call the school absence line to report an absence. We expect parents to support our student dress code, homework policy, and school and transportation discipline policies.

Transportation Policy

Transportation is provided to students living more than a mile from the school. The Chandler School District has a Student Transportation Code of Conduct that must be followed to ensure students' safety on the bus. Students should be at the bus stop on time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü CUSD Teacher of the Year	2003
ü Superintendent's Outstanding Student Award	2004
ü CUSD Student Poetry Winners	2004
ü CUSD Certified Employee of the Semester	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2220	75509	100	100	100	542	531	521	2	8	13	17	19	23	34	37	33	47	36	31
All Students (Prior Year)	172	2034	75372	95	98	100	535	529	523	4	7	9	19	20	25	39	39	36	38	34	30
Female	79	1107	37013	100	100	100	544	534	522	0	7	12	16	19	24	36	38	33	48	37	31
Male	73	1113	38430	100	99	99	539	528	521	4	9	14	18	20	22	32	36	33	46	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	19	705	30486	100	100	99	524	510	505	7	14	18	20	29	29	53	37	32	20	20	21
Asian/Pacific Islander	25	124	1780	100	100	98	563	557	549	0	4	5	9	9	13	17	31	33	74	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	97	1232	35192	100	99	99	544	541	534	1	5	8	17	15	19	34	37	35	47	43	39
Students with Disabilities	18	252	9708	100	100	100	507	508	489	20	15	32	20	33	27	30	29	24	30	23	17
Students without Disabilities	134	1968	65801	100	99	98	544	533	525	1	7	11	17	18	23	34	38	34	48	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	18	689	36411				496	508	503	14	15	19	43	30	29	36	35	32	7	20	20
Non-Economically Disadvantaged	134	1531	39040				547	540	534	1	5	8	14	15	19	34	38	34	51	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2224	75492	100	100	100	534	526	519	2	8	12	6	14	16	59	50	47	33	29	24
All Students (Prior Year)	173	2040	75221	95	98	100	536	529	523	1	5	8	6	12	16	63	57	56	30	25	21
Female	79	1107	37014	100	100	100	540	531	523	1	5	10	3	12	15	58	48	48	38	35	27
Male	73	1117	38400	100	100	99	529	521	516	3	11	14	10	15	17	60	52	47	27	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	19	708	30438	100	100	99	518	510	508	7	14	17	20	22	21	53	49	47	20	15	15
Asian/Pacific Islander	25	124	1773	100	100	98	549	536	534	0	4	4	0	11	10	61	49	50	39	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	97	1233	35177	100	99	99	535	534	528	2	5	8	4	9	13	60	50	49	34	35	31
Students with Disabilities	19	254	9707	100	100	100	526	513	495	9	14	33	18	25	21	45	43	33	27	19	13
Students without Disabilities	133	1970	65785	100	99	98	535	527	522	2	7	10	5	13	16	60	50	49	33	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	18	690	36302				519	509	507	0	15	18	17	22	21	75	49	46	8	14	14
Non-Economically Disadvantaged	134	1534	39164				536	532	528	2	5	8	5	10	13	57	50	48	35	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2206	75053	100	99	99	648	618	597	2	4	7	3	8	12	81	77	72	14	11	9
All Students (Prior Year)	170	2003	73654	93	96	99	545	540	530	2	6	9	8	10	13	79	74	70	10	10	7
Female	79	1102	36872	100	100	99	652	642	621	0	1	5	3	6	9	82	79	74	15	14	12
Male	73	1104	38109	100	98	99	643	594	573	5	7	10	3	10	14	80	75	69	13	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	19	694	30235	100	99	98	587	582	575	7	6	9	7	13	14	79	75	70	7	6	6
Asian/Pacific Islander	25	124	1768	100	100	98	650	654	651	0	4	3	0	2	5	87	79	72	13	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	97	1230	35028	100	99	99	661	635	613	2	3	6	2	6	10	80	78	73	15	13	11
Students with Disabilities	19	251	9625	100	100	100	672	555	530	14	18	21	0	18	21	57	57	55	29	7	4
Students without Disabilities	133	1955	65428	100	99	98	647	623	604	2	3	6	3	7	11	82	78	73	13	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	18	680	36077				572	580	566	0	4	10	0	13	16	100	77	69	0	5	5
Non-Economically Disadvantaged	134	1526	38950				655	633	618	2	4	5	3	6	9	79	77	73	15	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2175	76019	99	99	100	522	510	499	4	9	14	30	33	39	18	16	14	49	42	33
All Students (Prior Year)	149	2101	76230	94	99	100	522	510	498	2	8	12	33	33	38	10	15	12	54	45	37
Female	74	1073	37207	100	99	100	519	511	499	1	7	12	37	36	41	21	17	14	41	40	33
Male	67	1099	38677	99	99	100	526	509	498	6	12	15	22	31	38	14	14	13	58	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	14	640	29458	100	98	100	509	483	480	8	18	20	42	47	48	17	13	12	33	22	20
Asian/Pacific Islander	11	98	1673	100	100	99	539	542	531	0	4	4	9	22	29	18	12	14	73	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	102	1257	35880	99	99	100	525	522	515	3	5	7	30	28	32	18	17	16	49	51	45
Students with Disabilities	10	268	9786	100	100	100	514	477	457	20	26	39	0	41	40	0	7	7	80	25	13
Students without Disabilities	131	1907	66233	99	99	99	523	513	503	3	8	11	31	33	39	18	16	14	48	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	10	642	35714				483	482	480	10	19	20	70	46	47	10	11	12	10	23	20
Non-Economically Disadvantaged	131	1533	40266				525	520	513	3	6	9	26	29	33	18	17	15	52	49	43

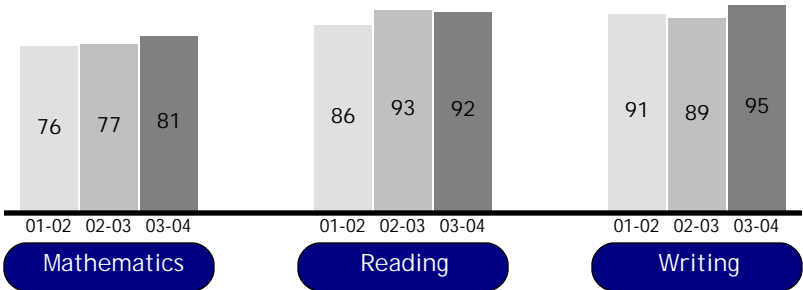
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2174	76020	99	99	100	516	506	503	10	22	25	16	20	23	54	43	40	19	14	12
All Students (Prior Year)	150	2096	76202	95	99	100	514	509	505	9	13	19	16	22	24	56	52	46	19	13	11
Female	74	1073	37213	100	99	100	517	507	504	4	18	22	23	23	23	56	44	42	17	15	13
Male	67	1098	38666	99	99	100	515	504	501	17	26	29	9	18	22	52	42	38	22	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	14	639	29442	100	98	99	503	491	494	17	45	37	42	23	26	33	27	31	8	5	6
Asian/Pacific Islander	11	97	1672	100	100	99	516	521	513	0	9	12	9	10	19	73	58	49	18	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	102	1258	35890	99	99	100	520	512	511	10	12	15	12	19	20	55	50	48	23	19	18
Students with Disabilities	10	268	9784	100	100	100	505	493	485	40	47	58	0	18	19	40	27	19	20	8	4
Students without Disabilities	131	1906	66236	99	99	99	517	507	504	9	20	23	17	21	23	55	44	42	19	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	10	640	35703				499	491	494	20	44	37	40	24	26	40	28	31	0	4	6
Non-Economically Disadvantaged	131	1534	40274				518	511	509	10	14	17	14	19	20	55	49	47	21	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2165	75673	99	99	100	578	544	530	2	7	12	18	23	25	71	65	58	9	4	4
All Students (Prior Year)	147	2069	74692	93	98	99	533	514	502	6	11	18	13	24	27	63	55	47	18	10	8
Female	74	1070	37099	100	99	100	590	563	548	1	4	8	14	21	22	73	69	64	11	6	6
Male	67	1092	38441	99	99	99	564	525	513	3	10	16	22	26	29	69	61	52	6	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	14	638	29305	100	98	99	552	507	507	8	15	16	8	30	31	83	54	51	0	1	2
Asian/Pacific Islander	11	98	1665	100	100	99	631	590	573	0	3	6	9	14	16	64	72	67	27	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	102	1250	35760	99	98	99	578	558	550	1	4	9	18	20	21	73	70	64	8	5	6
Students with Disabilities	10	267	9706	100	100	100	554	500	462	0	14	36	40	39	32	60	44	31	0	2	1
Students without Disabilities	131	1898	65967	99	98	99	579	548	536	2	7	10	17	22	25	72	67	60	9	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	10	637	35541				583	508	504	0	13	17	10	32	31	80	53	50	10	2	2
Non-Economically Disadvantaged	131	1528	40091				577	558	550	2	5	9	18	20	21	70	69	64	9	5	6

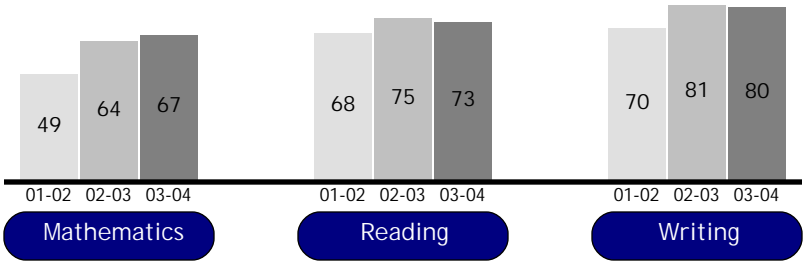
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	59	53	44	98	68	57	50	95	74	NA	58
	Language	98	58	50	39	98	65	53	43	97	66	58	50
	Mathematics	98	70	63	52	99	79	63	57	97	75	71	64
3	Reading	98	64	51	43	98	67	56	47	100	74	NA	55
	Language	98	68	57	50	99	70	63	54	100	77	66	61
	Mathematics	99	69	56	50	100	71	61	54	100	75	66	61
4	Reading	97	69	56	47	99	72	60	52	95	78	NA	56
	Language	97	67	53	45	100	65	54	48	95	70	59	52
	Mathematics	97	63	59	52	99	70	61	57	95	75	68	61
5	Reading	97	64	54	46	99	69	58	50	100	70	NA	55
	Language	97	59	50	43	99	64	54	46	100	65	56	49
	Mathematics	98	67	60	54	99	73	65	57	100	77	69	63
6	Reading	95	69	57	49	99	70	59	53	97	77	NA	56
	Language	95	59	51	42	100	62	52	45	98	69	57	48
	Mathematics	97	76	65	58	100	74	68	62	98	84	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Dress Code Development
- Ü Student Discipline
- Ü School Safety
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Improvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	7.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	10	0	0
10 or more years	5	23	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	76
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs (34 Computers in Each)
- Ü Library with Computers
- Ü Full size Indoor Basketball Court

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü Running Club K-6
- Ü Jump Rope Club K6
- Ü Chorus
- Ü Rembrandt Drawing Club
- Ü Chess Club
- Ü Boys and Girls Basketball

Social Services

- Ü On-site Before/After School Care
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü District Day Care for Employees Children
- Ü Counseling

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü All grade levels met their 2002-03 goals on the Stanford 9 test in reading, language, and math. All scored higher than the state/district.
- ü The grade levels that took the state AIMS test, grades 2 and 5, scored above the district and state average, thus meeting their goals. They also scored higher in every area than in the previous year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	77	58
Grades 3-4	81	68
Grades 4-5	63	72
Grades 5-6	77	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School crisis intervention plan in place. Practice fire/lock-down/evacuation drills regularly. Student Safety Patrols help with drop off/pick up. Everyone enters through the front door, checks-in at the office and receives a badge. Staff wear badges. Basha has a school wide Bully Prevention in place, K-6.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Keith Falconer	(480) 883-4400
Transportation Policy	Cathy Brown	(480) 812-7286
Community Resources	Debbie Short	(480) 883-4417
School Nutrition Programs	Kim Holmes	(480) 883-4404
Parent Organization	Natasha Desmarchais	(480) 883-4400
Student Health/Nurse	Eileen Hernandez	(480) 883-4402

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.